



## Green & Healthy Schools Wisconsin Planning Application



### Overview:

Green & Healthy Schools Wisconsin provides recognition for individual schools that demonstrate achievement toward the three program goals:

- Reduce environmental impact and costs;
- Improve health and wellness of students and staff; and
- Increase environmental and sustainability literacy.

Aligned with the US Department of Education's Green Ribbon Schools program, Green & Healthy Schools recognition is based on demonstrating achievement in nine focus areas. Becoming a green and healthy school does not happen overnight. It is a process for schools to work through over time, always striving higher. Please visit [GHSWisconsin.org](http://GHSWisconsin.org) for resources and more information to help you through this process.

### Recognition is based on demonstrating achievement in nine focus areas:

Level	Requirements	Benefits
<b>Sprout School</b>	Complete registration, prerequisites, and a short narrative expressing the desire to become a Green & Healthy School.	<ul style="list-style-type: none"><li>• Welcome packet and certificate</li><li>• Eligible to attend professional development opportunities at a reduced rate</li><li>• Automatically registered for Project Learning Tree (PLT) <i>GreenSchools!</i>, which makes schools eligible to apply for PLT grants.</li><li>• Eligible to play the "Cool Choices in Green &amp; Healthy Schools" game</li></ul>
<b>Seedling School</b>	Complete Sprout Level and document achievement in at least one focus area.	<ul style="list-style-type: none"><li>• Certificate</li><li>• Eligible for Recycling Bin Grant (if Recycling &amp; Waste Management focus area is completed)</li></ul>
<b>Sapling School</b>	Complete Sprout Level and document achievement in at least five focus areas, including Energy, Water, School Site, Recycling & Waste Management, and Environmental Health.	<ul style="list-style-type: none"><li>• Framed Certificate</li><li>• Automatically certified as a Project Learning Tree (PLT) GreenSchool!.</li></ul>
<b>Sugar Maple School</b>	Complete Sprout Level and document achievement in all nine focus areas.	<ul style="list-style-type: none"><li>• Certificate</li><li>• Indoor/Outdoor Banner</li><li>• Eligible for nomination for the US Department of Education's Green Ribbon Schools recognition.</li></ul>

Schools **do not** have to move through the levels sequentially. If Seedling, Sapling, or Sugar Maple recognition is received, the school will be eligible for benefits of the previous levels.

### Application Procedure:

This paper application is provided for planning purposes only. Schools must apply online at: [GHSWisconsin.org](http://GHSWisconsin.org). Please note: school districts can use this application to apply for the US Department of Education's District Sustainability Award.

### Deadline:

There is no deadline for Green & Healthy Schools Wisconsin recognition. Applicants can save work and return to it at any time. **To be considered for US Department of Education Green Ribbon Schools recognition, applications must be submitted by December 1.**

**Questions?** Contact Victoria Rydberg, Wisconsin Department of Public Instruction (608) 266-0419 or [victoria.rydberg@dpi.wi.gov](mailto:victoria.rydberg@dpi.wi.gov) or Cindy Koepke, Wisconsin Department of Natural Resources 608-267-7622 or [cynthia.koepke@wisconsin.gov](mailto:cynthia.koepke@wisconsin.gov)

**School Contact Information** \*Required

School Name\*: \_\_\_\_\_ District Code\*

Street Address\*: \_\_\_\_\_

City\*: \_\_\_\_\_ State: WI Zip\*: \_\_\_\_\_

Website\*: \_\_\_\_\_ Facebook page: \_\_\_\_\_

Principal Name\*: \_\_\_\_\_

Principal Email Address\*: \_\_\_\_\_ Phone Number\*: \_\_\_\_\_

Lead Applicant Name (if different): \_\_\_\_\_

Lead Applicant Email: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Green & Healthy School Team Members (if applicable):

Level \*

- ☐ Elementary (PK - 5 or 6)
- ☐ K - 8
- ☐ Middle (6 - 8 or 9)
- ☐ High (9 or 10 - 12)

School Type \*

- ☐ Public
- ☐ Private/Independent
- ☐ Charter

How would you describe your school? \*

- ☐ Urban
- ☐ Suburban
- ☐ Rural

What percentage of students at your school are from economically disadvantaged households? \*

*An "economically disadvantaged" student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price meals (less than or equal to 185% of Federal Poverty Guidelines) under the National School Lunch Program (NSLP)*

- ☐ Below 40%
- ☐ 40% or above

What percentage of students limited English proficient? \_\_\_\_\_

The school principal and district superintendent must be prepared to certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true; however, in no case is a private school required to make any certification with regard to the public school district in which it is located.

**Statement of Commitment:**

We, the students, teachers and staff at \_\_\_\_\_ pledge to foster safe and healthy learning environments and prepare students to understand, analyze, and address the major environmental and sustainability challenges now and in the future by using our school building, its grounds and our community for learning.

**By submitting this electronic application, the school principal and district superintendent (or equivalents) on the previous page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.**

- ☐ Our school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
- ☐ Our school is working toward: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
- ☐ Our school will work to integrate environmental and/or sustainability education as part of the regular coursework at all grade levels.
- ☐ Our school has fully complied with the law that prohibits a school from purchasing, using or storing mercury or a mercury-containing compound or an instrument or measuring device containing mercury (i.e., mercury-containing thermometers, chemical compounds, art chemicals and elemental mercury).  
Learn more: <http://dnr.wi.gov/Education/educatorresources/ghs/MercuryBan.html>
- ☐ Our school/district adopted an Indoor Environmental Quality Plan on (date \_\_\_\_\_) and has identified an IEQ Coordinator for our building. Name of IEQ Coordinator: \_\_\_\_\_
- ☐ Our school is committed to closing the achievement gap and creating equal opportunities for all regardless of race, creed, religious affiliation, age, sex, national origin, disability, marital status, citizenship status or sexual orientation.

**1. Why do you want to become a Green & Healthy School?**

*Summary Narrative:* Provide narrative describing your school's desire to become a Green & Healthy School and efforts to reduce environmental impact and costs; improve student and staff health and wellness; and provide effective environmental and/or sustainability education. Include unique and/or innovative practices and partnerships. (Response is limited to 6,000 characters, about 800 words.)

Please answer as many questions as possible to ensure proper recognition. Each focus area is divided into two sections: "facility" and "students, staff, and curriculum." Applicants do not need to answer all questions. Schools who wish to be considered for Green Ribbon nomination must demonstrate achievement in all areas.

Please note: applications can be saved and returned to at a later date.

**Is this application for registration only? Yes No**

*If yes stop at the end of this page.*

If No:

**In what focus areas can you demonstrate achievement? \***Must choose at least one

- ☐ Energy
- ☐ Water
- ☐ School Site
- ☐ Recycling & Waste Management
- ☐ Transportation
- ☐ Environmental Health (Indoor Air Quality, Chemical Management, Integrated Pest Management)
- ☐ Health & Wellness
- ☐ Environmental & Sustainability Education
- ☐ Community Involvement

### Cross-cutting questions

**1. Is your school participating in another local, state or national school program which asks you to benchmark progress in some fashion in any or all of the focus areas? (If yes, please check all that apply)**

( ) Yes ( ) No

- ☐ National Wildlife Federation Eco-Schools USA
- ☐ Project Learning Tree's GreenSchools!
- ☐ Green Schools Alliance
- ☐ Other \_\_\_\_\_

**2. Has your school, staff or student body received any awards for facilities, health, environment, sustainability, or environmental education?**

( ) Yes ( ) No      Award(s) and year(s) \_\_\_\_\_

**3. If you have created a profile on EEinWisconsin to tell your school story, please provide the URL:**

\_\_\_\_\_  
*Any materials (video, photos, additional information) on this profile that may help us better understand your efforts to be a Green & Healthy School will be considered for certification.*

To create a school profile on EE in Wisconsin, visit:

<http://eeinwisconsin.org/net/org/add.aspx?tid=38000&glid=54764&s=0.0.0.2209>



## Energy

*Note: Facilities personnel should assist with completion of this section*

### Facilities

1. Has your school had a formal or informal energy audit conducted? ( ) Yes ( ) No

If yes, please note the type and date of audit

- ☐ Focus on Energy / Date: \_\_\_\_\_  
Optional Comments: \_\_\_\_\_
- ☐ Local provider / Date: \_\_\_\_\_  
Optional Comments: \_\_\_\_\_
- ☐ Green & Healthy Schools audit / Date: \_\_\_\_\_  
Optional Comments: \_\_\_\_\_
- ☐ Other / Date: \_\_\_\_\_  
Optional Comments: \_\_\_\_\_

2. Has your school received EPA ENERGY STAR for K-12 School Districts certification?

Learn more: [http://www.energystar.gov/index.cfm?c=k12\\_schools.bus\\_schoolsk12](http://www.energystar.gov/index.cfm?c=k12_schools.bus_schoolsk12)

( ) Yes ( ) No Year(s) and score(s) received: \_\_\_\_\_

Optional Comments: \_\_\_\_\_

If No: does your school meet the requirements for ENERGY STAR certification? ( ) Yes ( ) No

3. Which green building practices, if any, has your school used to increase energy efficiency in the building:

- ☐ School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management. Learn more: [http://www.energystar.gov/index.cfm?c=guidelines.assess\\_facility\\_energy](http://www.energystar.gov/index.cfm?c=guidelines.assess_facility_energy)  
(Last Date Completed: \_\_\_\_\_) Optional Comments: \_\_\_\_\_
- ☐ School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager. Learn more: [http://apps1.eere.energy.gov/femp/training/course\\_detail\\_live.cfm/CourseDateId=482](http://apps1.eere.energy.gov/femp/training/course_detail_live.cfm/CourseDateId=482)  
(Last Date Completed: \_\_\_\_\_) Optional Comments: \_\_\_\_\_
- ☐ School has an energy and water efficient product purchasing and procurement policy in place. (Last Date Updated: \_\_\_\_\_) Optional Comments: \_\_\_\_\_
- ☐ School has developed an Energy Policy Plan (Date developed: \_\_\_\_\_) Optional Comments: \_\_\_\_\_  
Learn more: <http://www4.uwsp.edu/cnr/wcee/keep/SchoolEnergyEducation/>
- ☐ Leadership in Energy and Environmental Design (LEED) (Date Certified and Level) Optional Comments: \_\_\_\_\_  
Learn more: <http://www.usgbc.org/DisplayPage.aspx?CMSPageID=1586>
- ☐ Collaborative for High Performance Schools (CHPS) (Date Certified and Level) Optional Comments: \_\_\_\_\_  
Learn more: <http://www.chps.net/dev/Drupal/node>
- ☐ Green Globes (Date Certified and Level) Optional Comments: \_\_\_\_\_ Learn more: <http://www.greenglobes.com/>
- ☐ Other (please describe) Optional Comments: \_\_\_\_\_

4. Has your school constructed or renovated building(s) in the past ten years? ( ) Yes ( ) No

a) For new building(s): Percentage building area that meets green building standards: \_\_\_\_\_

b) For renovated building(s): Percentage of the building area that meets green building standards: Total renovated area: \_\_\_\_\_

Optional Comments: \_\_\_\_\_

5. Does your school generate and/or use renewable energy from on-site sources? If so, check all that apply:

Active:

- ☐ Photovoltaic (PV)/Solar Electric
- ☐ Solar Thermal (air/water)
- ☐ Geothermal
- ☐ Biomass
- ☐ Wind

Optional Comments: \_\_\_\_\_

Passive:

- ☐ Daylighting
- ☐ Solar Thermal (air/water)

If Yes, what percentage of total energy use comes from onsite renewable energy? \_\_\_\_\_

Optional Comments: \_\_\_\_\_

6. Does your school purchase renewable energy from a utility? ( ) Yes ( ) No

If Yes, what percentage of total is purchased? \_\_\_\_\_

Optional Comments: \_\_\_\_\_

7. Does your school participate in federal or state school energy programs (such as CESA 10 Energy Management Services, McKinstry, Trane, or other private provider): ( ) Yes ( ) No If yes. Which one(s) \_\_\_\_\_?

Optional Comments: \_\_\_\_\_

8. Has your school installed energy saving devices? ( ) Yes ( ) No

If yes, indicate which ones:

- ☐ Switched to energy efficient lighting. Optional Comments: \_\_\_\_\_
- ☐ Installed occupancy sensors. Optional Comments: \_\_\_\_\_
- ☐ Installed vending misers. Optional Comments: \_\_\_\_\_
- ☐ Upgraded to a more energy efficient HVAC system. Optional Comments: \_\_\_\_\_
- ☐ Other: Please explain: \_\_\_\_\_

9. Has your school reduced its total non-transportation energy use from an initial baseline? ( ) Yes ( ) No

For help on this calculation, visit: <http://www.epa.gov/cleanenergy/energy-resources/calculator.html> or use the formula below.

Note: kBtu is a unit of measure equal to 1,000 Btu. The following link provides background related to energy units of measure. See: [http://www.eia.gov/kids/energy.cfm?page=about\\_energy\\_conversion\\_calculator-basics](http://www.eia.gov/kids/energy.cfm?page=about_energy_conversion_calculator-basics)

Current energy usage (kBtu/student/year): \_\_\_\_\_

Current energy usage (kBtu/sq. ft./year): \_\_\_\_\_

Percentage reduction: \_\_\_\_\_ over (m/yy - mm/yy): \_\_\_\_\_

How did you document this reduction? \_\_\_\_\_

**Formula:**

Baseline Year (m/yy) \_\_\_\_\_ to \_\_\_\_\_

Baseline Year # Students: \_\_\_\_\_ students

Baseline Square Footage: \_\_\_\_\_ sq. ft.

Baseline Year Gas Use \_\_\_\_\_ therms x 100 kBtu/therm = \_\_\_\_\_ kBtu

Baseline Year Propane Use \_\_\_\_\_ gallons x 91.5 kBtu/gallon = \_\_\_\_\_ kBtu

Baseline Year Electric Use \_\_\_\_\_ kWh x 3.412 kBtu/kWh = \_\_\_\_\_ kBtu

Baseline Year energy usage (Total gas, propane, and electric kBtu): \_\_\_\_\_

Baseline Year energy usage (kBtu/student/year): \_\_\_\_\_

Baseline Year energy usage (kBtu/sq. ft./year): \_\_\_\_\_

Current Year (m/yy) \_\_\_\_\_ to \_\_\_\_\_

Current Year # Students: \_\_\_\_\_ students

Current Square Footage: \_\_\_\_\_ sq. ft.

Current Year Gas Use \_\_\_\_\_ therms x 100 kBtu/therm = \_\_\_\_\_ kBtu

Current Year Propane Use \_\_\_\_\_ gallons x 91.5 kBtu/gallon = \_\_\_\_\_ kBtu

Current Year Electric Use \_\_\_\_\_ kWh x 3.412 kBtu/kWh = \_\_\_\_\_ kBtu

Current Year energy usage (Total gas, propane, and electric kBtu): \_\_\_\_\_

Current Year energy usage (kBtu/student/year): \_\_\_\_\_

Current Year energy usage (kBtu/sq. ft./year): \_\_\_\_\_

Reduction %  $\left[ \frac{((\text{Baseline Year Energy} - \text{Current Year Energy}) / \text{Baseline Year Energy}) \times 100}{1} \right] = \text{_____} \%$

10. Please describe any additional progress your school has made towards energy conservation and/or efficiency of the school facilities. (Response is limited to 1200 characters.)

## Energy

### Students, Staff, and Curriculum

11. Has your facilities manager completed any of the following certifications?

☐ WASBO Facility Managers Program certification Name of staff: \_\_\_\_\_ Date of Certification: \_\_\_\_\_

Learn more: <http://wasbo.com/displaycommon.cfm?an=1&subarticlenbr=237>

☐ Practical Energy Management (PEM) Name of staff: \_\_\_\_\_ Date of Certification: \_\_\_\_\_

Learn more: <http://www.focusonenergy.com/business/education-and-training/>

☐ Building Operator Certification (BOC) Name of staff: \_\_\_\_\_ Date of Certification: \_\_\_\_\_

Learn more: <http://www.focusonenergy.com/business/education-and-training/>

☐ Other: Name of certification, name of staff, and date of certification.

Optional Comments: \_\_\_\_\_

12. In what ways do your students and/or staff help identify and/or implement behavioral changes to reduce energy consumption? (Response is limited to 1200 characters.)

13. If energy is taught in the curriculum, please describe how and at what grade levels. (Response is limited to 1200 characters.)

14. Describe professional development offered to staff in regarding energy and/or energy education. (Response is limited to 1200 characters.)

15. Please describe any additional progress your school has made towards energy education. (Response is limited to 1200 characters.)

## Water

### Facilities

1. Our school's drinking water comes from:

☐ Municipal water source

☐ Well on school property

☐ Other: \_\_\_\_\_

If not from a municipal source, describe how the water source is protected from potential contaminants.  
(Response is limited to 350 characters.)

2. Please indicate the following practices your school employs to increase water efficiency and ensure quality. (Please check all that apply.)

- ☐ Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings. Optional Comments: \_\_\_\_\_
- ☐ Our school uses alternative water sources other than potable municipal or well water (ie. grey water, rainwater) for irrigation. Optional Comments: \_\_\_\_\_
- ☐ Our school has a smart irrigation system that adjusts watering time based on weather conditions. Optional Comments: \_\_\_\_\_
- ☐ Our school's landscaping is water-efficient and/or regionally appropriate. Optional Comments: \_\_\_\_\_
- ☐ Our school has reduced storm water runoff and/or reduced impermeable surfaces. Optional Comments: \_\_\_\_\_
- ☐ Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits. Optional Comments: \_\_\_\_\_
- ☐ Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure). Optional Comments: \_\_\_\_\_
- ☐ Our school has a medication disposal policy that helps ensure water quality. Optional Comments: \_\_\_\_\_

3. Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Response is limited to 1200 characters.)

## Water

### Students, Staff, and Curriculum

4. In what ways have students and staff identified and implemented water conservation and increased water quality in your school? (Response is limited to 1200 characters.)

5. If water topics are taught in the curriculum (i.e., water conservation, water cycle, local watershed and/or school water supply and discharge) please describe how and at what grade levels. (Response is limited to 1200 characters.)

6. Describe professional development offered to staff regarding water education. (Response is limited to 1200 characters.)

7. Please describe any additional progress your school has made towards water education. (Response is limited to 1200 characters.)

## School Site

### Facilities

1. Please indicate what outdoor grounds you have and utilize on your school site:

- ☐ Our school has a habitat garden. Approximate size: \_\_\_\_\_ Optional Comments: \_\_\_\_\_
- ☐ Our school has a food garden. Approximate size: \_\_\_\_\_ Optional Comments: \_\_\_\_\_

- ☐ Our school has an arboretum. Approximate size or number of trees: \_\_\_\_\_ Optional Comments: \_\_\_\_\_
- ☐ Our school has a school forest registered with the Department of Natural Resources. Optional Comments: \_\_\_\_\_
- ☐ Our school utilizes a wooded site adjacent to the school site. Approximate size \_\_\_\_\_ Optional Comments: \_\_\_\_\_
- ☐ Our school utilizes a community park. Approximate size \_\_\_\_\_ Optional Comments: \_\_\_\_\_
- ☐ Our school uses the existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching. Optional Comments: \_\_\_\_\_
- ☐ Our school has integrated natural features into the playground area. Optional Comments: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

2. Please describe any additional progress your school has in place to maintain or improve safe, healthy, and environmentally sound grounds. (Response is limited to 1200 characters.)

### School Site

#### Students, Staff, and Curriculum

3. Describe how your school encourages educational use of the school grounds, school forests, and outdoor teaching sites. (Response is limited to 1200 characters.)

4. Describe professional development offered to staff regarding use of school grounds school forest, and/or outdoor teaching sites. (Response is limited to 1200 characters.)

5. Please describe additional progress your school has made to encourage educational use of the school grounds, school forests, and outdoor teaching sites. (Response is limited to 1200 characters.)

### Recycling & Waste Management

#### Facilities

1. Our school recycles the following materials. (Check all that apply.)

- ☐ Paper
  - ☐ Glass
  - ☐ Metals
  - ☐ Plastics
  - ☐ Ink Cartridges
  - ☐ Cell Phones
  - ☐ Milk Cartons
  - ☐ Batteries
  - ☐ Other: \_\_\_\_\_
- Optional Comments: \_\_\_\_\_

2. Where are recycling bins located? (Check all that apply.)

- ☐ Hallways
- ☐ Classrooms
- ☐ Lunch Room
- ☐ Staff Lounge
- ☐ Student Lounge
- ☐ Main office
- ☐ Other:

Optional Comments: \_\_\_\_\_

3. Are recycling bins placed next to a trash can in all locations? Yes No

Optional Comments: \_\_\_\_\_

4. Are recycling bins clearly labeled? Yes No

Optional Comments: \_\_\_\_\_

5. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? \_\_\_\_\_ Optional Comments:

\_\_\_\_\_

*Certifications examples include Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard.*

6. Does your school compost? ( ) Yes ( ) No

If yes, please check all that apply:

- ☐ Our school has a small scale, compost demonstration site used primarily for educational opportunities. Optional Comments: \_\_\_\_\_
- ☐ Our school composts our cafeteria food waste. Optional Comments: \_\_\_\_\_
- ☐ Our school composts school landscape waste material. Optional Comments: \_\_\_\_\_
- ☐ Other: please explain \_\_\_\_\_

7. What percentage of solid waste is diverted from landfills or incineration due to reduction, recycling and/or composting? (Numbers can be accessed through your local waste hauler. Ask for the total annual volume for the past two years.)

A - Annual garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): \_\_\_\_\_

B - Annual recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): \_\_\_\_\_

C - Annual compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): \_\_\_\_\_

Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ : \_\_\_\_\_

Annual waste generated per person = (A/number of students and staff): \_\_\_\_\_

Optional Comments: \_\_\_\_\_

8. Which of the following actions does your school take to minimize and safely manage hazardous waste? (Please check all that apply.)

- ☐ Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced. (Last Date Completed: \_\_\_\_\_) Optional Comments: \_\_\_\_\_
- ☐ Our school disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program. Optional Comments: \_\_\_\_\_
- ☐ All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products. Optional Comments: \_\_\_\_\_
- ☐ Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard. (Last Date Completed: \_\_\_\_\_) Optional Comments: \_\_\_\_\_

9. Explain ways hazardous waste is handled and disposed of in your school. List the types and amounts of hazardous waste generated at your school. (Response is limited to 1200 characters.)

How is this calculated? \_\_\_\_\_

How is hazardous waste disposal tracked? \_\_\_\_\_

10. Please describe any additional progress your school has made to reduce waste, increase recycling/composting, or eliminate hazardous waste. (Response is limited to 1200 characters.)

## Recycling & Waste Management

### Students, Staff, and Curriculum

11. Has your school conducted a formal or informal waste audit? ( ) Yes ( ) No

If yes, please note who did the audit (Hauler, Local Recycling Program, Green & Healthy School mentor, other):

\_\_\_\_\_

Date of audit: \_\_\_\_\_

Optional Comments: \_\_\_\_\_

12. Describe how your school encourages waste reduction, reuse and recycling behaviors in your school. (Response is limited to 1200 characters.)

13. Describe how waste reduction and recycling are part of the curriculum in some/all grades. (Response is limited to 1200 characters.)

14. Describe professional development offered to staff regarding waste and recycling education. (Response is limited to 1200 characters.)

15. Please describe any additional progress your school has made towards waste and recycling education. (Response is limited to 1200 characters.)

## Transportation

### Facilities

1. Please indicate the following transportation options your school offers. (Check all that apply.):

- ☐ Designated carpool parking stalls. Optional Comments: \_\_\_\_\_
- ☐ A well-publicized, no idling policy that applies to all vehicles (including school buses). Optional Comments: \_\_\_\_\_
- ☐ Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows. Optional Comments: \_\_\_\_\_
- ☐ Programs to encourage carpooling. Please explain limiting response to 350 characters. Optional Comments: \_\_\_\_\_
- ☐ A plan to regularly review bus routing. Optional Comments: \_\_\_\_\_
- ☐ A policy pertaining to fuel-efficient fleet vehicle purchasing. Optional Comments: \_\_\_\_\_
- ☐ Bike racks. Optional Comments: \_\_\_\_\_
- ☐ Safe Pedestrian Routes to school or Safe Routes to School. Describe: \_\_\_\_\_  
(Response is limited to 350 characters.) \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

2. If known, what percentage of the school students and staff do the following to get to/from school.

- ☐ Walk \_\_\_\_\_
- ☐ Bike \_\_\_\_\_
- ☐ Bus \_\_\_\_\_
- ☐ Carpool (2 + in the car) \_\_\_\_\_
- ☐ Please check here if your school does not use school buses

Explain how the above percentages were calculated. (Response is limited to 350 characters.)

\_\_\_\_\_

3. Describe how your school transportation use is efficient and has reduced its environmental impact. (Response is limited to 1200 characters.)

4. Please describe any additional progress your school has made towards transportation efficiency and decreasing emissions. (Response is limited to 1200 characters.)

## Transportation

### Students, Staff, and Curriculum

5. Describe how transportation issues and outdoor air quality are part of the curriculum in some/all grades. (Response is limited to 1200 characters.)

6. . Does the school offer incentives for students or staff to encourage sustainable transportation practices? ( ) Yes ( ) No  
If yes, please explain. \_\_\_\_\_ (Response is limited to 1200 characters.)

7. Describe professional development offered to staff regarding sustainable transportation education. (Response is limited to 1200 characters.)

8. Please describe any additional progress your school has made towards sustainable transportation education. (Response is limited to 1200 characters.)

## Environmental Health

### Facilities

1. Which of the following practices does your school employ to improve contaminant control and ventilation? (Check all that apply.)

- ☐ Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools. Optional Comments: \_\_\_\_\_
- ☐ Our school has taken actions to prevent exposure to asthma triggers such as mold, dust, and pet dander. Optional Comments: \_\_\_\_\_
- ☐ Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines. Optional Comments: \_\_\_\_\_
- ☐ Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality). Optional Comments: \_\_\_\_\_
- ☐ Our school has installed one or more energy recovery ventilation systems to bring in fresh air for use in the HVAC system. Optional Comments: \_\_\_\_\_
- ☐ Our school has installed local exhaust systems for major airborne contaminant sources. Optional Comments: \_\_\_\_\_
- ☐ Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720. Optional Comments: \_\_\_\_\_
- ☐ Our staff visually inspects all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage. Optional Comments: \_\_\_\_\_
- ☐ Our school's indoor relative humidity is maintained below 60%. Optional Comments: \_\_\_\_\_
- ☐ Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping). Optional Comments: \_\_\_\_\_
- ☐ Our school has a chemical management program that includes:
  - ☐ Chemical purchasing policy (low or no-VOC products). Optional Comments: \_\_\_\_\_
  - ☐ Storage and labeling. Optional Comments: \_\_\_\_\_
  - ☐ Training and handling. Optional Comments: \_\_\_\_\_
  - ☐ Hazard communication. Optional Comments: \_\_\_\_\_
  - ☐ Spills (clean up and disposal). Optional Comments: \_\_\_\_\_
  - ☐ Selecting third-party certified green cleaning products. Please explain below.
    - What percentage of all products is certified? \_\_\_\_\_
    - Which certified green cleaning product standard does your school use? \_\_\_\_\_
    - Optional Comments: \_\_\_\_\_

- ☐ There are no wood structures on school grounds that contain chromate copper arsenate. Optional Comments: \_\_\_\_\_
- ☐ Our school prohibits smoking on campus and in public school buses. Optional Comments: \_\_\_\_\_
- ☐ Our school has combustion appliances that are annually inspected to ensure they are not releasing Carbon Monoxide? (Not applicable – the school does not have combustion appliances.) Optional Comments: \_\_\_\_\_
- ☐ All of the ground contact classrooms at our school have been tested for radon within the last 24 months. Optional Comments: \_\_\_\_\_
- ☐ Radon tests for our school tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. Optional Comments: \_\_\_\_\_

2. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure (including chemicals used in science labs). (Response is limited to 350 characters.) \_\_\_\_\_

3. Our school has a pest management policy. Yes No Optional Comments: \_\_\_\_\_

4. The school is implementing a program through the IPM Manual. Yes No Optional Comments: \_\_\_\_\_  
Learn more: [http://datcp.wi.gov/Plants/Pesticides/School\\_IPM/index.aspx](http://datcp.wi.gov/Plants/Pesticides/School_IPM/index.aspx)

5. Does your school use pesticides? Yes No

If yes, please answer the following questions:

- ☐ What is the volume of your annual pesticide use (gal/student/year)? \_\_\_\_\_ Optional Comments: \_\_\_\_\_
- ☐ Our school has an employee who is certified to apply pesticides. Optional Comments: \_\_\_\_\_
- ☐ Our school contracts with a certified and licensed pesticide applicator. Optional Comments: \_\_\_\_\_
- ☐ Our school post a notice at the time of pesticide application and for at least 72 hours following application Optional Comments: \_\_\_\_\_
- ☐ Pest control policies, methods of application, and posting requirements provided to parents and school employees. Optional Comments: \_\_\_\_\_
- ☐ Copies of pesticide labels, copies of notices, material safety data sheets (MSDS) and annual summaries of pesticide applications all available and in an accessible location. Optional Comments: \_\_\_\_\_
- ☐ Students are prohibited from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label. Optional Comments: \_\_\_\_\_
- ☐ Describe any efforts to reduce use of pesticides at school. (Response is limited to 1200 characters.)

6. Please describe any additional progress your school has made towards improved environmental health specifically on the school building and grounds. (Response is limited to 1200 characters.)

## Environmental Health

### Students, Staff, and Curriculum

7. Does your school or school district have an IPM Coordinator? Yes No

If yes, has your IPM Coordinator participated in a Department of Agriculture, Trade and Consumer Protection IPM training seminar? Yes No (Last Date Completed: \_\_\_\_\_) Optional Comments: \_\_\_\_\_

Learn more: [http://datcp.wi.gov/Plants/Pesticides/School\\_IPM/index.aspx](http://datcp.wi.gov/Plants/Pesticides/School_IPM/index.aspx)

8. Describe professional development or training offered to staff regarding environmental health. (Response is limited to 1200 characters.)

9. Describe how chemical safety and awareness and mercury information are part of the curriculum in some/all grades. (Response is limited to 1200 characters.)

10. Do students and staff wear appropriate personal protection equipment when working with chemicals in classrooms? Yes No Optional Comments: \_\_\_\_\_

11. Please describe any additional progress your school has made towards improved environmental health through training, teaching, and professional development. (Response is limited to 1200 characters.)

## Health and Wellness

### Facilities

1. Our school has a school health, nutrition, and/or wellness policy. Yes No If yes, please describe. (Response is limited to 1200 characters.)

2. Please indicate what options the school provides or has on site that promotes nutrition and fitness. (Check all that apply and provide additional information regarding each item. Comments are limited to 350 characters.)

- ☐ Our school has a salad bar during lunch. Comments: \_\_\_\_\_
- ☐ Our school offers fresh fruits and vegetables. Comments: \_\_\_\_\_
- ☐ Our school uses whole grain foods. Comments: \_\_\_\_\_
- ☐ Our school has restricted access to foods of minimal nutrition value. Comments: \_\_\_\_\_
- ☐ Our school has restricted access to beverages of minimal nutrition value. Comments: \_\_\_\_\_
- ☐ Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Date established. \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our school has an on-site indoor exercise room available to students and staff. Comments: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_ Comments: \_\_\_\_\_

3. Food purchased by our school is sourced locally and/or certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)? Percentage: \_\_\_\_\_ Type: \_\_\_\_\_

4. Our school has a no tolerance policy for harassment and bullying. Yes No If yes, please describe. (Response is limited to 1200 characters.)

5. Please describe any additional progress your school has made towards improved health and wellness specifically related to the school facilities and policies. (Response is limited to 1200 characters.)

## Health and Wellness

### Students, Staff, and Curriculum

6. Please explain which resources your school provides for staff and student social well-being including access to school nurse/health care provider, school psychologist, school social worker, and counseling services. Include an explanation on how this information is accessed. (Response is limited to 1200 characters.)

7. Which practices does your school employ to promote nutrition, physical activity and overall school health? (Check all that apply and provide additional information regarding each item. Comments are limited to 350 characters.)

- ☐ Our school participates in the USDA's Healthier US School Challenge. Level and year: \_\_\_\_\_.
- ☐ Our school has a School Health Advisory Council (SHAC). Date Established: \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our school is a Wisconsin School Health Award winner. Level and year: \_\_\_\_\_. Comments: \_\_\_\_\_
- ☐ Our school has implemented Fuel Up to Play 60. Date Established: \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our school participates in Movin' and Munchin'. Date(s) of participation: \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our school has implemented a Let's Move program. Date established. \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our school participates in Chefs Move to Schools. Date established. \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our school is a Team Nutrition School. Date established. \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our school has implemented Got Dirt or Got Veggies program. Date established. \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our school has implemented Wisconsin Homegrown Lunch Program. Date established. \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our school has implemented Nutritious, Delicious Wisconsin. Date established. \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our school participates in a Farm to School program or other program to use local, fresh food. Date established. \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Our students spent at least 120 minutes per week over the past year in school supervised physical education. Comments: \_\_\_\_\_
- ☐ At least 50% of our students' annual physical education takes place outdoors. Comments: \_\_\_\_\_
- ☐ Health measures are integrated into assessments. Comments: \_\_\_\_\_
- ☐ Our school promotes hand washing for staff and students. Comments: \_\_\_\_\_
- ☐ At least 50% of our students have participated in the EPA's Sunwise (or equivalent program). Date established. \_\_\_\_\_ Comments: \_\_\_\_\_
- ☐ Other. \_\_\_\_\_ Comments: \_\_\_\_\_

8. Describe the type of outdoor education, exercise and nature-based recreation available. (Response is limited to 1200 characters.).

9. Describe professional development, training, or programs offered to staff regarding health and wellness. (Response is limited to 1200 characters.)

10. Describe how health, nutrition, wellness, and physical activity are a part of the curriculum in all grades. (Response is limited to 1200 characters.)

11. Describe how your school engages staff, students, and the surrounding community to promote health enhancing behaviors and wellness. (Response is limited to 1200 characters.)

12. Please describe any additional progress your school has made towards improved health and wellness among staff and students at the school. (Response is limited to 1200 characters.)

## Environmental & Sustainability Education

### Students, Staff, and Curriculum

1. Does your school have a K-12 scope and sequence that integrates environmental and/or sustainability education as part of the regular coursework at all grade levels? Yes No

2. Does your school have an environmental or sustainability literacy requirement? Yes No. If yes, please describe.  
(Response is limited to 1200 characters.)

3. Environmental and sustainability concepts are integrated throughout the curriculum in the following grades (click all that apply)

- ☐ Pre-kindergarten
- ☐ Kindergarten
- ☐ 1<sup>st</sup> Grade
- ☐ 2<sup>nd</sup> grade
- ☐ 3<sup>rd</sup> grade
- ☐ 4<sup>th</sup> grade
- ☐ 5<sup>th</sup> grade
- ☐ 6<sup>th</sup> grade
- ☐ 7<sup>th</sup> grade
- ☐ 8<sup>th</sup> grade
- ☐ 9<sup>th</sup> grade
- ☐ 10<sup>th</sup> grade
- ☐ 11<sup>th</sup> grade
- ☐ 12<sup>th</sup> grade
- ☐ Other: \_\_\_\_

Please describe how these concepts are integrated at these grade levels. (Response is limited to 1200 characters.)

4. Environmental and sustainability concepts are integrated throughout the curriculum in the following subject areas  
(Check all that apply.)

- ☐ Math - Optional-specific class: \_\_\_\_
- ☐ Science - Optional-specific class: \_\_\_\_
- ☐ Social studies - Optional-specific class: \_\_\_\_
- ☐ English language arts - Optional-specific class: \_\_\_\_
- ☐ Foreign language - Optional-specific class: \_\_\_\_
- ☐ Agriculture Science - Optional-specific class: \_\_\_\_
- ☐ Art/Drama - Optional-specific class: \_\_\_\_
- ☐ Economics - Optional-specific class: \_\_\_\_
- ☐ Exceptional needs - Optional-specific class: \_\_\_\_
- ☐ Family and consumer science - Optional-specific class: \_\_\_\_
- ☐ Health education - Optional-specific class: \_\_\_\_
- ☐ Music - Optional-specific class: \_\_\_\_
- ☐ Physical education - Optional-specific class: \_\_\_\_

- ☐ Technology Education & Engineering - Optional-specific class: \_\_\_\_
- ☐ Other –

Please describe how these concepts are integrated in these subject areas. (Response is limited to 1200 characters.)

5. Does your school integrate environmental and sustainability concepts into assessments? Yes No If yes, please describe. (Response is limited to 1200 characters.)
- What percentage of students evidence high levels of proficiency in these assessments? (Response is limited to 350 characters.)
6. Please explain the environmentally and/or sustainability focused clubs students have the option of joining. Include the approximate number of students involved in each club. (Response is limited to 1200 characters.)
7. Please indicate the professional development teachers have received related to environmental and sustainability education. (Click all that apply.)
- 

- ☐ Aquatic WILD - Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Attended the Midwest Renewable Energy Fair for professional development credit. Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Trainings offered through your local CESA - Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Earth Partnerships Program - Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Facing the Future - Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Flying WILD - Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Global Environmental Teachings Course - Number of staff\_\_ Which trip/year? \_\_\_\_ Optional Comments: \_\_\_\_
- ☐ KEEP (WI K-12 Energy Education Program) – Course/Workshop Training Title\_\_\_\_ Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ LEAF (WI K-12 Forestry Education Program) – Course/Workshop Training Title\_\_\_\_ Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Leopold Education Project - Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Masters Degree in Environmental Education - Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ National/International Conference – Please list conference and number of staff attended. Optional Comments: \_\_\_\_
- ☐ Project Learning Tree – Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Project WET - Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Project WILD - Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Related university level course - Course Title\_\_\_\_ Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ WI Association for Environmental Education Event (Winter Workshop, Spring Adventure Workshop, Annual Conference) - Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ WI Center for Environmental Education Sustainability Course/Workshop/In-service - Course/Workshop Training Title\_\_\_\_ Number of staff\_\_ Optional Comments: \_\_\_\_
- ☐ Other in-service, training, workshop, or course: \_\_\_\_ (Response is limited to 1200 characters.)

8. Describe outdoor learning experiences offered to students at the school each year. (Response is limited to 1200 characters.)

9. Describe learning experiences offered to students connecting STEM and environmental and sustainability education. (Response is limited to 1200 characters.)

**For schools serving grades 9-12, provide:**

10. Does your school offer an Advance Placement Environmental Science course? Yes No

If yes: Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: \_\_\_\_\_ Percentage scoring a 3 or higher: \_\_\_\_\_ Optional Comments: \_\_\_\_\_

11. Does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)? Yes No If yes, please describe limiting your response to 1200 characters.

12. If applicable, please explain some of the projects career and technical student organizations' (i.e., DECA, FBLA, FCCLA, HOSA, FFA, and SkillsUSA) focus on environmental or sustainability topics. (Response is limited to 1200 characters.)

**All schools:**

13. Please check other state or national environmentally/sustainability related programs in which your students are actively involved.

- ☐ Wisconsin Envirothon Competitor ([envirothonwi.org](http://envirothonwi.org)) - Optional Comments: \_\_\_\_\_
- ☐ Wisconsin Electrathon Competitor ([wielectrathon.org](http://wielectrathon.org)) -Optional Comments: \_\_\_\_\_
- ☐ Wisconsin Green Schools Network Field Program - Optional Comments: \_\_\_\_\_
- ☐ Wisconsin Green Schools Network Youth Summit - Optional Comments: \_\_\_\_\_
- ☐ High School Conference on the Environment - Optional Comments: \_\_\_\_\_
- ☐ None of the above
- ☐ Other: \_\_\_\_\_

14. Is your school a member or do you have representatives at your school members of the following organizations? Click all that apply.

- ☐ Wisconsin Association for Environmental Education organizational member ([waee.org](http://waee.org)) - Optional Comments: \_\_\_\_\_
- ☐ Wisconsin Green Schools Network member ([wisconsingreenschoolsnetwork.org](http://wisconsingreenschoolsnetwork.org)) Optional Comments: \_\_\_\_\_
- ☐ North American Association for Environmental Education ([naaee.org](http://naaee.org)) - Optional Comments: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_ Optional Comments: \_\_\_\_\_

15. Describe any other ways that your school integrates environmental and sustainability education. (Response is limited to 1200 characters.)

## Community Involvement

### Students, Staff, and Curriculum

1. Describe your school's community partnerships used to help achieve any or all focus areas. Include both the scope and impact of these partnerships. Select the areas of focus below, and then describe the community partnership. (Responses are limited to 1200 characters for each area.)

- ☐ Energy – Description:
- ☐ Water – Description:
- ☐ School Site – Description:
- ☐ Recycling & Waste Management – Description:
- ☐ Transportation – Description:
- ☐ Environmental Health – Description:
- ☐ Health & Wellness – Description:
- ☐ Environmental & Sustainability Education – Description:

Additional Comments: \_\_\_\_\_

2. Select the focus areas where students participate in civic/community engagement projects relating to environmental and sustainability topics in any or all of the focus areas. Select the areas of focus below, and then describe the civic/community engagement project for students. (Responses are limited to 1200 characters for each area.)

(Ideas include: Describe on how students learn about their local natural and built environments through guided, first-hand investigation and local environments outside the classroom are used for student research and data collection. Describe projects specifically study the biological, economic, historical or cultural context of health, safety and environmental topics. Explain how students readily use community sites and community surveys in their curriculum. Can your students accurately describe the major health, safety and environmental features in their home, school, community and region? Explain projects that help students cite historical and contemporary references to help explain their own philosophy and hopes for the future.)

- ☐ Energy – Description:
- ☐ Water – Description:
- ☐ School Site – Description:
- ☐ Recycling & Waste Management – Description:
- ☐ Transportation – Description:
- ☐ Environmental Health – Description:
- ☐ Health & Wellness – Description:
- ☐ Environmental & Sustainability Education – Description:

Additional Comments: \_\_\_\_\_

3. Select the focus areas where the school staff contributes to the community-based projects of local organizations as representatives of the school. Select the areas of focus below, and then describe the community-based project involving staff. (Responses are limited to 1200 characters for each area.)

- ☐ Energy – Description:
- ☐ Water – Description:
- ☐ School Site – Description:
- ☐ Recycling & Waste Management – Description:
- ☐ Transportation – Description:
- ☐ Environmental Health – Description:

☐ Health & Wellness – Description:

☐ Environmental & Sustainability Education – Description:

Additional Comments: \_\_\_\_\_

4. If not addressed above, please describe how businesses, government agencies, environmental/nature centers, local hospitals/clinics, other schools and other civic/community groups actively and regularly support students and teachers on safety, health, sustainability, or environmental learning projects. (Response is limited to 1200 characters.)

5. Please describe any additional progress your school has made towards community involvement related to environmental and sustainability focus areas. (Response is limited to 1200 characters.)